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ABSTRACT

This final report of the Nebraska Research Coordinating Unit for Vocational Education summarizes the activities covered from December 1, 1966 through August 31, 1969. Included in the report are: (1) major activities during the period, (2) problems, (3) significant findings and events, (4) dissemination activities, (5) capital equipment acquisitions, (6) data collection, (7) staff utilization, (8) future activities planned for the next reporting period, and (9) certification. (GP)

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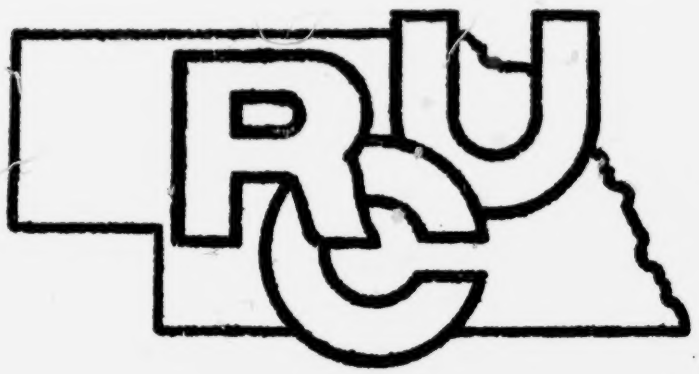
FINAL REPORT

PROJECT NO. 05-85-127

GRANT NO. OEG-3-7-063032-1620

ACTIVITIES OF THE NEBRASKA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION



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NOVEMBER, 1969

U. S. DEPARTMENT OF

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FINAL REPORT

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ACTIVITIES OF

THE NEBRASKA RESEARCH COORDINATING UNIT FOR

VOCATIONAL EDUCATION

Dr. James T. Horner, Co-Director
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Lincoln, Nebraska

November, 1969

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U. S. Department of

Health, Education, and Welfare

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Many agencies and individuals have contributed to the success of the varied activities of the Nebraska Research Coordinating Unit for Vocational Education.

The following organizations have made contributions which have assisted with the development of the State-Wide Model for Occupational Opportunities:

Employment Division, State Department of Labor
Office of Tax Commissioner, State of Nebraska
Internal Revenue Service, Omaha Regional Office
Department of Agricultural Statistics, State of Nebraska

Assistance and advice was obtained from the following:

-- University of Nebraska Computing Center
Lincoln, Nebraska

-- Division of Vocational Education,
State Department of Education
Lincoln, Nebraska

-- Nebraska Advisory Council for Vocational Education

-- Nebraska Economic Development Division
Lincoln, Nebraska

-- Central Committee, Nebraska Postsecondary Vocational Technical Schools

-- Department of Agricultural Education,
Department of Business Teacher Education,
Department of Home Economics Education,
University of Nebraska
Lincoln, Nebraska

-- Agricultural Experiment Station,
University of Nebraska
Lincoln, Nebraska

SUMMARY

The Nebraska Research Coordinating Unit for Vocational Education has completed four years and three months of continuous operation under the provision of three grants from the Division of Comprehensive and Vocational Research, U. S. Office of Education.

This report presents the activities and accomplishments of the Nebraska Unit in terms of fulfilling the objectives of the enabling proposals which were submitted prior to each funding period.

The Nebraska RCU came into existence because a statewide deficiency in present and projected occupational data was evidenced and because there was a need for disseminating these data, once collected, to educational agencies for planning and administrative purposes. The Nebraska RCU has done much to eliminate that deficiency by providing the type of data which is meaningful to vocational educators and planners. There is a need for further refinement in the State-Wide Occupational Opportunities Model. As a result of recent achievements in dissemination, new techniques of communication can now be pursued which will further enhance that effort.

Methods and procedures have been developed to alleviate the problem of dissemination. It is now possible to contact on one master list all educators, counselors, and administrators within the state who have responsibilities in vocational education and vocational guidance.

An additional purpose in establishing the Nebraska Unit was to generate an awareness of vocational research and to assist in developing those competencies which would result in more vocational research of sound quality.

The benefits to Vocational Education in Nebraska as the result of the establishment of the Learning Resource Center should have a far-reaching effect in providing vital documents in hard copy and microfiche which have not been available in the past. The functions of the Learning Resource Center are under continuous development and expansion in order to reach all who may profit from the service.

The Discretionary Awards program, the in-depth competency studies for vocational curriculum development and the in-service training of vocational researchers have made valuable contributions.

INTRODUCTION

This is the final report of the Nebraska Research Coordinating Unit for Vocational Education. It covers the activities of the Unit during the time funding was provided under grant No. OEG-3-7-063032-1620 until August 31, 1969. Original activation was in June of 1965, and the first operational period was from June 1, 1965, to November 30, 1966. The Nebraska Unit was among the first three to be approved by the U. S. Office of Education under Section 4 (c) of the Vocational Education Act of 1963.

The initial obligation of the Nebraska Unit was to assume the leadership for development and stimulation of programs of research which would contribute to the operation and policy making of vocational programs within the state. During the first funding period the activities of the Unit were concerned with establishing a base of operational framework. Primarily, the Nebraska RCU's concern has been with the coordination of efforts to produce data and disseminate information and products of research which facilitate the decision making process as it relates to vocational and technical education at state and local levels.

REPORT OF ACTIVITIES

O. E. Bureau of Research No. 05-85-127
Period: 12/1/66-8/31/69

Contract or Grant No. OEG-3-7-063032-1620
Date of Submission: 10/1/69

Nebraska Research Coordinating Unit for Vocational Education
University of Nebraska

Project Directors: Dr. James T. Horner, Co-Director
Dr. Roy D. Dillon, Co-Director

1. Major activities and accomplishments during the period:

a. State-Wide Model for Occupational Opportunities

The central thrust of the Nebraska RCU was on the development and perfection of a model which would accurately identify and project occupational opportunities for the state. Work on the model started during the second funding period and has continued to the present time. Two updatings of the model have been accomplished, offering considerable promise for the procedure. However, many problems have developed in attempting to improve and refine the process.

Developing a state-wide population of firms has been an increasing challenge. It was not possible to obtain a complete list of firms from available sources, so a process of synthesis was designed which would include all segments of employers in the state. Since this process involved such a voluminous list, the University computer was utilized to reduce the magnitude of the task. It did not prove too difficult to generate a master list as sources were identified for all segments.

In order to relate closely to the needs for vocational education, it was helpful to structure the questionnaire according to the USOE Standard Terminology for Instruction in Local and State School Systems[1]. This provided identifiable clusters in which to group job titles requiring similar educational preparation.

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[1]Putnam, John F. and Chismore, Dale W. "Standard Terminology for Instruction in Local and State School Systems." State Education Records and Reports Series: Handbook VI, Chapter 5, U.S. Department of Health Education, and Welfare, Office of Education, May, 1967.

During the second updating of the model, a slight modification was made in the procedure which classified reasons why occupational opportunities developed for the next year. Categories established were Expansion, Turnover, Retirement, and Promotion.

A three percent, computerized random sampling was continued to parallel the previous year's study and because this sample size is as large as can be managed with the resources available.

The result has been a state-wide projection of employment opportunities by educational classification. This has provided data on the number of persons presently employed in each occupational cluster, projecting the amount needed during the next twelve months and the two years following. Educational planners immediately started utilizing the data for identifying vocational programs needed at the secondary and postsecondary levels. The data were the primary source for projecting educational needs for the state plan which was completely rewritten in order to administer vocational education under the new Act.

Experience gained from the first two updatings of the model has contributed much to stabilizing the system which will provide the best possible data upon which to base employment projections. Plans are underway to improve the efficiency of the interviewing process and to speed up the analysis and printout so that data will be available to vocational planners earlier in the year. An earlier release date would be of greater benefit to vocational curriculum planners and administrators since it would be at a more appropriate time of year for making educational change.

b. Procedure for Determining Vocational Educational Needs Through Community Analysis

This phase of the Nebraska RCU activity was successfully achieved with the publication of a recommended procedure to be used by local communities to determine their vocational needs. Developmental activities extended over a three-year period which included field testing and a pilot project which was conducted during the beginning years of the Unit's activity.

In this publication, data encompassing six different areas are suggested as valuable in contributing to the decision making process for vocational course offering; namely, student interest inventory, occupational opportunities, graduate follow-up, adult education needs, and local community facts. Then, to cope with the mobility of the present day employee, additional facts from the area and state level pertaining to vocational program offering are provided to the local community. The result has been a more complete marshalling of all data possible to assist local school corporations in planning vocational program offering.

The publication was selected for microfilming by Vocational-Technical ERIC. The abstract of the document appeared in the Spring, 1969, ARM publication. Wide scale distribution was made throughout the state by utilizing the RCU's dissemination system. Research Coordination Units in other states, along with the teacher education agencies, received copies. Many individual requests have been filled both from within and outside the state. Eight schools were approved to conduct local vocational needs studies during the spring of 1969, using RCU discretionary funds.

c. Research Encouragement and Stimulation

The development of a state-wide population of firms that employ people has proved valuable as a stimulation for vocational research projects. One of the problems in encouraging a local occupational opportunities study has been to compile a population of firms which is complete and representative of all employers in the community. Since the state-wide population of firms has been set up on a five digit zip code basis, it has been possible to provide a list of employers for a local community, county, or area. This has proved to be superior to lists which were developed locally, using local sources. It is possible to generate a specific list and provide a 25 percent machine random sampling all in the same operation. Such a function also provides an opportunity to check completeness of the master list and has reduced the laborious task of developing the list locally.

Local vocational needs studies were conducted in the following communities: Bellevue, Scottsbluff, Blue Hill, Falls City, Syracuse, Wisner, Sutton, and Tri-County at DeWitt. These were initiated by the Nebraska RCU and were partially financed through the Discretionary Awards Program. Other local research projects which were stimulated and encouraged by the Discretionary Awards Program were a sociological study of displaced Omaha packing house workers by Ken Root, an exploratory study for a revised T & I teacher education program by James Miller of the Nebraska State Teachers College at Kearney, and a University of Nebraska sponsored project in occupational guidance.

Experience gained as a result of conducting the Discretionary Awards programs has opened additional avenues to stimulation and encouragement of Vocational Research. With a small financial incentive and with the coordination of systematic research planning, it has been possible to generate worthy local research activity which has high value to a local community. Schools conducting local vocational needs studies have found the data of value in preparing their local plan for Vocational Education. The procedures developed in conducting the Discretionary Awards and the results obtained justify the continuation of this activity in the future.

d. Establishment and Development of Vocational Education Learning Resource Center

Developmental activities have been in progress for establishing a Vocational Education Learning Resource Center since the Nebraska Unit was created. This has been an ongoing activity which has required a continuous effort. A dual index has been installed for hard copy documents, together with a file of microfiche. Close coordination with the V. T. Clearing House of ERIC has been maintained.

All functions of the Learning Resource Center have been designed to supplement, not duplicate, existing resources. There is no effort made to establish a file of periodicals since this is already maintained by the University Library. All materials which are maintained are not now available from any other source in the state. The RCU's

Learning Resource Center is recognized as the most complete file of technical resource documents on vocational education in the state. Specific emphasis has been placed upon serving the research needs of the teacher education agencies and the Vocational Division of the State Department of Education.

e. Preparation of New State Plan for Vocational Education

The Nebraska RCU assisted in the preparation of the new Nebraska State Plan for Vocational Education. Sections No. 5 and No. 6 were specifically assigned to and prepared by the Nebraska Unit, plus the corresponding sections in Parts II and III. C. A. Cromer was a member of the overall committee which reviewed all sections, both during the preparation period and prior to the review by the State Vocational Advisory Committee. Data prepared by the Unit were vital in preparing Section II (the plan for the next year) and Section III (the five year plan).

f. Vocational Research Competency Development

The objective of developing vocational research competencies was identified and pursued because persons with capability in accepted research procedure are vital to expanding research activity within the state. Special in-service instruction was given to persons preparing proposals and conducting discretionary award activities. In addition, the theme of the weekly luncheon seminar was devoted to developing and improving competencies in vocational research.

g. Development and Monitoring of Occupational Research Projects

After discretionary award proposals were approved, a close coordination of activities was maintained on the development and conduct of activities. Individual conferences were held with the director of each project and interim and final reports were prepared and submitted.

2. Problems:

a. Updating the State-Wide Model

The second updating of the State-Wide Model revealed a duplication of firms in the master population list. Those firms which had changed ownership appeared more than once because removing duplicate federal identification numbers did not eliminate the listing of the previous owner. This problem could not be corrected by machine, so these duplications will have to be removed manually. To date it has not been possible to remove the out-of-business firms from the master population.

Updating of the master population will require much more staff time than originally anticipated because of the decision of the State Tax Commissioner to discontinue providing a copy of the State Business Master File. This was to be the source of new firms and a basis for eliminating inactive firms. Other sources will have to be investigated to fill this need.

b. Nebraska RCU in Transition

Changing the funding base and source has presented many problems; several still remain to be resolved. Since the State Division of Vocational Education is now the funding agency, the availability of their funds has directly affected the availability of the RCU funding. The pending approval of the State Plan for Vocational Education and the indefinite status of appropriations of the new Vocational Act have made it impossible to retain staff, project future activities, and stabilize operations for the present fiscal year. An annual program of functions has been prepared. A new contractual agreement between the Vocational Division and the University has been prepared which provides for the RCU activities. However, because of the indefinite status of funds, the contract cannot be negotiated. Until the contract can be negotiated, the Nebraska Unit will be operating on a temporary indefinite basis.

It is expected that the funding will be from three different sources; namely, Part C Vocational Research, Exemplary Programs, and the State Advisory

Council for Vocational Education. Primary responsibilities will be administering the research activities for the Division of Vocational Education. The RCU will prepare the guidelines for contracting agencies which wish to apply for Exemplary Programs and State Vocational Research Activities. It will be the responsibility of the RCU to inform and encourage all agencies which might possibly be interested in Exemplary Programs or Vocational Research Activities and to assist with defining and describing the project, preparing the proposal, and reviewing and recommending to the State Advisory Council and the State Board of Vocational Education.

Other changes will include the discontinuation of the in-depth study reports which have been a function of the RCU professional staff in the past. The location of the Unit remains unchanged.

c. Restaffing of the Nebraska RCU

C. A. Cromer, former Operations Manager of the Nebraska Unit, has assumed the directorship for the new operational period. It will be necessary to restaff the Nebraska Unit when the new contract is negotiated. C. A. Cromer is listed on the Agricultural Teacher Education staff of the University of Nebraska under a limited commitment from the State Vocational Division which does not provide for many other functions of the Unit. It has also been necessary to redefine job descriptions because of the changes that are anticipated.

3. Significant findings and events:

a. State-Wide Model Output

The State-Wide Model for Occupational Opportunities has been developed, tested, refined, and updated. The mission has been accomplished and the findings satisfy the original objectives. Vocational administrators and planners are pleased with the data which have been made available for the first time. The data are now being used for establishing the need for vocational programs and in planning them. The data will be even more valuable than originally anticipated as the new Vocational Act specifies the use of state occupational

opportunities data in formulating the local vocational plan.

b. In-depth Studies for Curriculum Development

This activity consists of supplemental studies designed to make efficient use of staff time. A format was developed and refined which would provide valuable curricular data on a specific occupational cluster. The procedure could be adapted to any occupational cluster and is suitable for both new occupational areas and for updating an area in order to stay in phase with present developments in the field.

4. Dissemination activities:

a. Establishment of a Vocational Technical Research Dissemination System

The original objective for establishment and improvement of disseminating pertinent vocational research information has been accomplished. An ongoing dissemination system which includes 1750 addressees, receiving periodic mailings, has been developed. The monthly "RCU Newsletter" is a well-established instrument which has been governed by the initial purpose for which it was begun: To disseminate vocational research findings to the people who have a need for and can benefit from receiving such material. This objective has been achieved and the format has been established which can be further developed to provide greater effectiveness.

The master mailing list has been subdivided into seventeen different classifications of readers, depending upon their major responsibility and field of interest. It is now possible to evaluate a publication and prescribe certain subdivisions to receive the mailing.

b. The Function of the Learning Resource Center (Discussed in Sect. 1, Part d)

The LRC for Vocational Technical Education has proved to be an activity which contributes to dissemination of vocational information. The file of hard copy is of particular benefit to all vocational teacher education agencies and to the

State Division of Vocational Education. The information sources are equally accessible whether the center is used by individuals in person or by mail-in requests. The Industrial and Technical Teacher Education Department has made effective use of the center even though it is located at the Nebraska State Teachers College at Kearney, a distance of 142 miles. Other users have been local schools, other governmental agencies, the Departments of Educational Administration, Adult and Continuing Education, and Secondary Education, University of Nebraska.

c. Vocational Technical Microfiche Services

The linkage with the Vocational Technical Clearing House of Ohio State University has proved to be of great assistance. The identifier index, as set up by the V. T. Center, was adopted as the hard copy index. The microfiche produced by the V. T. Center is maintained as a complete and continuing file for all documents that are selected for processing for the Abstracted Research Materials (ARM) quarterly publication.

d. Presentation Report to the American Vocational Association

A report on the Nebraska State-Wide Model for Occupational Opportunities was one of five RCU projects selected nationwide to be presented at the 1968 American Vocational Association convention in Dallas, Texas.

e. Staff Dissemination Activities

Many presentations and reports were made by RCU staff personnel to interested vocational groups or to related agencies. A set of colored transparencies was prepared to assist in conveying the data on the State-Wide Occupational Opportunities Model and on other services. A thirty-minute ETV presentation and one radio tape were made on the topic of "Occupational Opportunities in Nebraska."

f. Dissemination to Other States

Interest in the State-Wide Model for Occupational Opportunities has also been aroused in several

other states. North Dakota has since established a State-Wide Model for Occupational Opportunities. A presentation was made to a combined group of the New England area RCU's on the State-Wide Model which also included some aspects of local community analysis.

g. Publications of the Nebraska Unit

The following publications have been released during the funding period and were disseminated according to the extent indicated:

1. Annual Estimated Replacement Farmer Opportunities in Nebraska -- Douglas G. Genereaux, March, 1967. 750 copies disseminated plus VT ERIC.

2. Factors Relating to Occupational and Educational Decision Making of Rural Youth -- James T. Horner, James G. Buterbaugh, and J. Judith Carefoot, April, 1967. 490 copies disseminated plus VT ERIC.

3. Occupational Opportunities in Nebraska (NRCUVT #1) RCU Staff publication, 1968. 3,800 copies disseminated plus VT ERIC.

4. Procedure for Determining Vocational Education Needs Through Community Analysis (NRCUVT #2) -- Chalmers A Cromer, 1968. 1,350 copies disseminated plus VT ERIC.

5. Analyzing Vocational Competencies in Auto Mechanics (NRCUVT #3) -- Leon P. Engelbart, 1968. 400 copies disseminated plus VT ERIC.

6. National Survey of Wage Earning Home Economic Course Development (NRCUVT #4) -- Judith B. Joern, 1968. 400 copies disseminated plus VT ERIC.

7. Nebraska Research Coordinating Unit Newsletter Evaluation (NRCUVT #5) -- Mary Collegia Gibb, 1968. 150 copies disseminated plus VT ERIC.

5. Capital equipment acquisitions:

A negligible part of the budget during the entire operation of the Nebraska RCU has been expended on equipment. The association with the Department of Agricultural Education of the University of Nebraska has made needed equipment available to the Nebraska Unit without expenditure.

A list of the RCU purchased equipment is as follows:

1	Portable microfiche reader
5	Metal shelves for LRC Hard Copy
4	4" x 6" cabinets for microfiche
3	3" x 5" cabinets for LRC index cards
22 doz.	Filing boxes for Hard Copy Documents
1	Four drawer filing cabinet

6. Data collection:

a. Improved Techniques and Procedures in Data Gathering

Data collection for the State-Wide Model for Occupational Opportunities has been achieved by an efficient and workable procedure. One of the original objectives at the time of the establishment of the Nebraska Unit was to "develop improved techniques and procedures for data gathering at the local and state level." The accomplishments toward this objective have been most fruitful. By utilizing University of Nebraska students as interviewers, working in their home localities, it has been possible to improve efficiency of data gathering and reduce the cost from $4.50 per interview to a low of $1.67. The difference was achieved by eliminating the overnight lodging cost to interviewers and travel to the community.

b. Data Gathering for In-Depth Studies

Data were also gathered by the professional staff in preparing the in-depth studies that were conducted during the part of the year when the staff time was not required for the updating of the State-Wide Model. In reality, the data were obtained from recognized authorities in a selected field who functioned as a jury of experts to react to and formulate a list of competencies which could be suggested as an occupational training program for the secondary and postsecondary areas.

7. Other activities:

a. National Seminar for College Deans

The Nebraska RCU was one of the co-sponsors of a national seminar for college deans. Dr. Roy D. Dillon, Co-Director of the Nebraska Unit, was the director of the project, supported by a USOE grant. The seminar was conducted June 23-26, 1968, at the Nebraska Center for Continuing Education, Lincoln, Nebraska. The major purpose was to assist deans of colleges, responsible for preparing professional vocational educators, to consider and make recommendations concerning organizational and operational strategies for resolving critical supply and demand problems and to recommend ways of implementing recent pending legislation. The seminar staff consisted of seven. Twenty-six consultants contributed leadership, and sixty-nine participants attended.

b. Evaluation of RCU Activities

Two formal evaluations have been conducted of the Nebraska RCU's activities since the initial establishment.

The first evaluation was conducted January 15, 1968, by Dr. John Coster from the North Carolina Center for Vocational Research and Leadership Development; Dr. Douglas Sjogren from Colorado State University; and Cecil E. Stanley, Director for Vocational Education in Nebraska.

The following comments were made by the evaluation team:

"Strengths:

1. The unit has demonstrated measurable progress in achieving stated objective number one of the proposal. The project entitled Occupational Opportunities Model Development has been well started and when completed should provide for the achievement of objective one.

2. The attempt to develop in-depth studies of skill requirements of occupations by staff members should also contribute to the attainment of objectives one and three.

3. There is evidence of continued attempts and success in coordinating research and development activities with other agencies. The unit has worked with the State Department, the area vocational schools, the state colleges, educational service units, and local systems. The participation of personnel from various agencies in the weekly meetings is evidence of this coordination and such participation is very commendable.

4. The Newsletter is apparently read by many people as evidenced by the number of replies to the questionnaire. The initiation of this publication is commendable. Its brevity probably contributes to a high rate of reading. The evaluators did feel that it might contain a little more information on the activity of the Nebraska RCU.

5. The use of the PERT technique has apparently been helpful to the unit and the use of this technique again by the unit is commended.

6. The leadership of the unit is apparently committed to its task and seems to be providing the time and effort required for a successful program.

Suggestions:

1. The Research Coordinating Unit has established itself as a useful agency for assisting in educational planning for Nebraska. It would be undesirable if this unit or its program would cease at the end of the current funding period. The evaluation team recommends strongly that efforts be made to secure a commitment by the University or the State Division of Vocational Education to the continuation of the activity of the RCU. If such commitment is not obtained, the projects initiated and now well developed by the RCU will have to be terminated on June 30, 1968.

2. It is recommended that the advisory committee be reconstituted or a new one established, and that it meet on a regular basis.

3. The Occupational Opportunities Model will be of a considerably higher level of generalizability and potential accuracy if evaluations of the model are planned and carried out. The sampling techniques, for example, might well be re-examined.

4. Effort should be continued in involving personnel from other disciplines in the university to study problems of relevance to vocational education.

5. Attention should be given to developing a more equitable balance between the production of research and consultation services for the stimulation and development of research and related activities. We feel that at present the major emphasis is on conducting research by the unit. A desired level of consultation service could probably be attained with the assignment of one staff member, or equivalent, full-time to such activity."

The second evaluation was conducted during the next funding period by the Oregon State University Evaluation Study Group. A lengthy self-evaluation form was filled out in advance and a visit followed; to date, no report of the evaluation has been received, however.

c. Use of Program Evaluation and Review Techniques (PERT)

Activities of the State-Wide Model for Occupational Opportunities were set up on a PERT schedule to aid in the organization and management of the complete activity.

d. Seminar for Improving Competencies in Vocational Research

A weekly in-service seminar has been conducted in the form of a noon luncheon with the objective of improving competencies in vocational research activities. Those attending have been from the vocational teacher education agencies, the State Division of Vocational Education, and the RCU staff.

e. Lancaster County Study of Occupational Opportunities

A Lancaster County Study of Occupational Opportunities was conducted by the Lincoln City Schools, using instruments and procedures developed by the Nebraska RCU. A 25 percent sampling of all firms in Lancaster County was provided from the RCU Master Population. The study was analyzed by using the RCU prepared computer program. Data were used for evaluating the secondary vocational program and for providing a basis from which to launch a community-wide community college campaign.

f. Planning the Operation of the Nebraska RCU under the New Vocational Education Act

A major change was necessary in planning the activities of the Nebraska Unit under the new Vocational Education Act of 1968. Because of the change in the funding source, it was necessary to review all activities and responsibilities in terms of the new act and to make alterations and adjustments in order to function in a revised capacity.

8. RCU staff utilization:

Name	Title	Percent Time	Period Served
Dr. James T. Horner	Co-Director	50	12/1/66 - 8/31/69
Dr. Roy D. Dillon	Co-Director	50	1/1/67 - 8/31/69
C. A. Cromer	Operations Mgr.	100	12/1/66 - 8/31/69
Mike Munger	Computer Opr.	100	12/1/66 - 6/30/67
Ann Masters	Research Assoc. Office Occ.	50	6/1/67 - 8/31/67
Leon Engelbart	Research Assoc. T & I Occ.	50	6/19/67 - 6/30/68
Mary C. Gibb	Research Assoc. Health Occ.	50	8/1/67 - 6/30/69
Judith B. Joern	Research Assoc. Home Ec. Occ.	50	9/1/67 - 8/31/68
Marlene Blanchard	Research Assoc. Office Occ.	50	9/15/67 - 8/31/68
Mary Ann Grieser	Research Assoc. Home Ec. Occ.	50	9/15/68 - 7/30/69
Homer Mattson	Research Assoc. T & I Occ.	50	9/1/68 - 7/15/69
Fay Larson	Research Assoc. Office Occ.	50	11/1/68 - 8/31/69
Department Secretarial Pool	RCU Secretary	100	12/1/66 - 8/31/69

9. Future activities planned for next reporting period:

a. Publication of Completed Studies

Several studies were completed during the previous funding period, but they have not been reviewed or published. This activity will be undertaken as soon as personnel and resources are available for the following publications:

Occupational Opportunities in Nebraska. 1969 Report--RCU Staff Publication

Skills, Abilities, and Understandings Needed by Health and Office Occupations Personnel in Physicians' Offices--Mary Gibb and Marlene Blanchard

Identifying Business Machine Competencies in Office Occupations--Fay Larson

Identifying Major Tasks Performed by Food Service Workers in Selected Commercial and Institutional Food Serving Establishments--Mary Ann Grieser

Competencies Needed by Environmental Health Technology Personnel--Mary Collegia Gibb

Skills Required at the Job Entry Level for Draftsmen--Homer A. Mattson

Occupational Opportunities for the 686 Zip Code Area--Ralph Eickhoff

b. Continuing the State-Wide Model for Occupational Opportunities

Annual updating of the State-Wide Model is anticipated at the same time it was conducted in previous years. Student interviewers will be used, and the study will be effected according to the established format.

New firms need to be added. Duplicate firms need to be removed manually since they cannot be removed by machine on the basis of federal identification number. In addition, known firms out of business need to be removed; this also must be done manually.

c. Negotiating a New Contract

As soon as the state begins to draw regular federal funds under the new Vocational Act, it is anticipated that a contract will be negotiated between the University of Nebraska and the State Division of Vocational Education, providing for the RCU to be located within the Department of Agricultural Education, East Campus, University of Nebraska at Lincoln, Nebraska.

d. Acquisition of New Staff

New staff will be added in order to fulfill the responsibilities assigned the RCU under the new agreement. Anticipated additions are one full time professional staff member as Associate Director of Exemplary Programs and one full time secretary.

e. Continuation of the Learning Resource Center

Updating of the LRC will be continued, thus providing for a continuation of all activities which have been carried on to date.

f. Continuation of Vocational Research Coordination and Stimulation

Functions of vocational research stimulation, coordination, and dissemination will be continued as they have been conducted previously.

g. Addition of New Responsibilities

During the interim transition period of adapting and adjusting to a new Vocational Act, the State Division of Vocational Education acquired new functions which were research oriented.

After the new State Plan was prepared, the possibility of transferring the vocational research responsibilities to the RCU were discussed and a decision was agreed upon. The RCU will have the responsibility of administering both the Vocational Research and Exemplary Programs and Projects Functions under the new act. This responsibility will include assisting prospective agencies with identifying and defining vocational research and exemplary program possibilities and with preparing a proposal which will be presented to the State Vocational Advisory Council with a recommendation from the RCU. Final action by the State Advisory Council and the State Board for Vocational and Technical Education will follow.

h. Preparation of Proposal Preparation Guides

Local agencies will need much assistance in preparing proposals for Vocational Research and Exemplary Projects. As soon as preparation guides are forthcoming from the U. S. Office of Education, RCU will adapt and disseminate them to clientele in the state.

10. Certification:

_____ _____

Contract Officer

_____

Co-Directors

_____

Date